DI

Exit Points: times during the teaching when curriculum diverges and students “exit” the common instruction and activities; their learning needs differ from the core group.

Some need more instruction and practice; others are ready to move on; Some might need a project that helps them apply

Give differentiated feedback (differentiating by content, process)

give specific exercises to help individual student needs

Using test data to give individual feedback

Anchor Activities and side groups/individual work (differentiating by content, process, product)

Could be used in any class where different groups need work on different concepts/skills

use with papers, essay tests, projects

Self-assessment/offering re-do’s (differentiating by process, product)m Essay revisions

Totally ten (differentiating by process, product; grading D.I. work)

Offer choice (differentiating by product, accommodating learning styles)

Paintings, novel projects, Tic Tac Toe, Vocab symbols; vocab organizer

Ticket out the Door - Differentiation  
  
Define DI: altering pedagogy to meet individual student needs and preferences.

1. What is one idea that struck you from this presentation that you completely agree with?

Homework and practice are related, connected by the context when students are learning on their own and applying new knowledge. Effective teachers approach this kind of learning experience as any other—matching the planned activity to the learning goal. Research on homework indicates that it should be approached not as an afterthought to the school day, but as a focused strategy for increasing understanding. Knowing which of the type of homework is needed helps teachers design appropriate homework assignments.

2. What is one thing that you never considered before, but will now consider using or applying in your teaching practice?

Homework assignments began to increase after the former Soviet Union launched Sputnik in 1957. Schools were criticized for presenting a soft curriculum For reasons that are not clear, homework was seen as part of the solution. Unfortunately teachers assumed that homework should be graded even though its role in evaluation was ill-defined.

Read more at Suite101: To Grade or Not to Grade Homework: Homework is for Diagnosis and Practice http://skill-assessment.suite101.com/article.cfm/homework\_to\_grade\_or\_not\_to\_grade#ixzz0lYm8vZlo